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ABSTRACT

This monograph proposes an approach to discipline that emphasizes school community building and offers examples from the Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), both in Washington, DC. Following discussion of the problem of violence in today's schools, the paper addresses the importance of developing students' emotional, interpersonal, and intrapersonal skills; of developing students' work skills; and of encouraging parent participation. Suggestions for schools focus on practices at KDES and MSSD, where the emphasis is on building a school community with a caring and cooperative environment. Strategies used in such schools include identification of community building goals; development of a community building mini-manual at the MSSD; the Enhancing Student Success Program, an alternative to suspensions; identification of expected student outcomes; and a positive discipline program that offers teachers strategies for classroom behavior management. The slogan, "It All Connects," and four classroom examples illustrate how these principles and strategies have been applied at KDES. Eight specific suggestions for teachers are offered. An appendix provides further detail on community building at these two schools. (Contains approximately 50 references.) (DB)

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Community Building: A Positive Approach to Discipline in Schools

By Katherine A. Jankowski, Ph.D.

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An Introduction to the Sharing Ideas Series

The Laurent Clerc National Deaf Education Center's "Sharing Ideas" series comprises working or occasional papers and videos of interest to parents and teachers of deaf and hard of hearing children, researchers, school administrators, support service personnel, and policy makers. Works in the series are often prepared for a specific 'occasion,' and include papers, presentations, or final reports that address a need in the field or contribute to the growing body of knowledge about educating deaf and hard of hearing children. The intent of the series is to act as a clearinghouse for sharing information from a number of sources.

These widely disseminated papers cover a broad range of timely topics, from describing innovative teaching strategies to reviewing the literature in an area of inquiry to summarizing the results of a research study. In every case, there is a common focus: improving the quality of education for children who are deaf or hard of hearing. The Clerc Center welcomes feedback about the concepts presented, particularly in the case of 'working papers,' which often represent works in progress or express the views or experiences of an author.

Researchers, graduate students, parents, and teachers are encouraged to send proposals for review and possible inclusion in the Sharing Ideas series. Submissions to the series are reviewed by content experts before acceptance for publication as Clerc Center products.

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Dr. Jankowski graduated from Gallaudet University with a bachelor's degree in psychology. She went on to earn a master's degree in counseling from the University of Arizona and a doctorate in public communication from the University of Maryland.

She is the author of *Deaf Empowerment: Emergence, Struggle, and Rhetoric*, and has published several articles. She has traveled extensively as a lecturer and consultant on issues related to education, empowerment, and communication.

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Community Building:
A Positive Approach to Discipline in Schools

In the past, the term "discipline" in school most often conjured up images of some form of correction or punishment in response to student misbehavior. Students sat in neat rows in classrooms of old while their teachers stood before them lecturing on the topic of the day. Students were expected to respect their teachers, and that was the end of it. Disruptions were dealt with severely.

Discipline in Today's Schools

Developments in recent years indicate that we need to change the way we think about discipline in school. It is no longer enough to preserve the past's narrow perception of the role of discipline. Schools are just beginning to learn and understand that discipline includes much more. How students behave should, in fact, be an area of instruction on a par with academic content in schools. To illustrate the importance of this focus, this paper will discuss the impact of increasing violence in schools, the new attention to the need to develop students' emotional intelligence, the theory that there are a variety of intelligences (called multiple intelligences), the need to develop sought-after workplace skills, and the role of parents in their children's development.

Violence in Schools

Since 1997, U.S. schools have seen an epidemic of violence. As never before, students are assaulting—and killing—other students. The number of students dead or wounded at the hands of their fellow students is astounding. Let's take a minute to look at just a few of the shootings:

- 2 dead, 7 wounded in Pearl, Mississippi (10/97);
- 3 dead, 5 wounded in West Paducah, Kentucky (12/97);
- 5 dead, 11 wounded in Jonesboro, Arkansas (3/98);
- 2 dead, 22 wounded in Springfield, Oregon (5/98); and most prominently,
- 15 dead, 25 wounded in Littleton, Colorado (4/99).

After the horrendous mass murder at Columbine High School in Colorado, there continued to be copycat attempts. Perhaps the most shocking fact is that the ages of the shooters are decreasing. In Michigan, a 6-year-old child shot and killed a 6-year-old classmate. Even deaf students were influenced. Several schools for the deaf made the headlines in newspapers because some of their students made similar threats. One deaf student was arrested for making bombs in his dormitory room.

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Clearly, an escalation of violence in schools is a compelling reason to look at how we reach out to students. However, there are also other reasons to look at what we are teaching students, such as emotional intelligence.

Emotional Intelligence

There is increasing evidence to show that emotional intelligence (EQ) is a better indicator of future success than IQ (Goleman, 1995a). A recent study illustrates that people who have low tolerance levels and who are not able to read other people's cues well, no matter how talented or intelligent, are not good candidates for workplace success (Gibbs, 1995). In fact, according to one study, the future success of 4-year-olds can be determined based on their ability to control the temptation to gulp down a marshmallow (Goleman, 1995b). In this study, 4-year-olds were left alone in a room with a marshmallow in front of them. An adult told them that they could eat their marshmallow right away, but if they did, they would only get one. If, on the other hand, they waited until the adult came back, they would get another one and would be able to eat two. Some of the children ate their marshmallows right away, others waited a bit before eating, and some waited until the adult returned. When these 4-year-olds became teenagers, those who waited for the second marshmallow were generally "better adjusted, more popular, adventurous, confident and dependable." The four-year-olds who did not wait for the second marshmallow were "more likely to be lonely, easily frustrated and stubborn...[they] buckled under stress and shied away from challenges" (Gibbs, 1995). In addition, the more patient 4-year-olds later scored an average of 210 points higher on their Scholastic Aptitude Tests.

EQ is generally defined as skills in:

- empathy
- cooperation
- consensus building
- the ability to read one's feelings
- the ability to control one's impulses and anger
- the ability to calm oneself down
- the ability to maintain a positive attitude in the face of setbacks

(Goleman, 1995a)

It appears that all the academic knowledge in the world means little if you have a poor EQ. Blowing a fuse at your boss, for instance, could get you fired regardless of all the knowledge and expertise you might have on your job. Consider also, the fact that the two student gunmen at Columbine were considered academically intelligent. Their academic competence did not prevent them from going on a shooting rampage.

Indeed, EQ in students must be promoted as a critical issue in schools. Educators can no longer ignore red flags that could alert others that students are in need of attention and intervention. As

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Luke Woodham, who at age 16 killed his mother and shot two students in Pearl, Mississippi, said, "No one, especially children, just becomes a murderer. Something had to happen to push them to that point" (Rogers, Stewart, Klise, & Haederle, 1999). While educators are certainly not to blame if their students choose to lead a life of crime, they can provide them with the resources, skills, and nurturance that hopefully will prevent them from going astray.

EQ skills must be nurtured, taught, and refined. As Aristotle said, "Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—this is not easy!" (cited in Goleman, 1995a, p. xiii)

Low EQs are correlated with:

- problems in marriage and parenting
- dropping out of school
- aggressiveness
- drug use
- teen pregnancies
- eating disorders
- problems on the job to the point of ruining one's career
- poor health
- violent crimes

And yet a 1995 report (Goleman, 1995a) indicates that EQ in American children is deteriorating at an alarming rate, and this decrease is true for both impoverished and privileged children.

Multiple Intelligences

For years there have been theories that there is more than one kind of intelligence. Howard Gardner (1983) is one who came up with a theory of "multiple intelligences." He has identified eight intelligences that are supported by a set of defining criteria. These eight intelligences are as follows:

- linguistic
- logical-mathematical
- musical
- bodily-kinesthetic
- spatial
- naturalist
- interpersonal
- intrapersonal

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Many schools have embraced the theory of multiple intelligences and used a variety of avenues in the classroom to help students develop their various intelligences.

In discussing emotional intelligence, Daniel Goleman (1995a, p. 43) cites Peter Salovey, a Yale professor who categorized components of emotional and social skills into five areas:

- knowing one's emotions
- managing emotions
- motivating oneself
- recognizing emotions in others
- handling relationships

These categories correspond to the interpersonal and intrapersonal intelligences of Gardner's multiple intelligences.

Work Skill Expectations

Another reason for looking at the need to develop EQ skills in students relates to what employers are looking for in employees. Employer surveys demonstrate that they are looking for certain qualities in employees:

- listening and communication skills
- adaptability
- creative thinking
- problem-solving skills
- goal setting
- competence in reading, writing, and computation

Results of a study, based on interviews with consultants, employers, and employees and conducted by the Secretary's Commission on Achieving Necessary Skills (SCANS) of the U.S. Department of Labor, illustrate the need for employee skills in three general areas (SCANS, 1991):

- basic skills (e.g., reading, writing, math, listening, speaking)
- thinking skills (e.g., thinking creatively, making decisions, solving problems, reasoning)
- personal qualities (e.g., responsibility, self-esteem, sociability, self-management, honesty)

It is interesting to note that two out of three SCANS categories deal with skills outside the realm of academics. Likewise, the top five qualities that Fortune 500 companies seek in employees are directly relevant to EQ skills:

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- teamwork
- problem solving
- interpersonal skills
- oral communication
- listening

In view of these employer expectations, it is not surprising to find that 85 percent of those who lose jobs do so because of inadequate social skills (Gresham, 1981).

Parental Involvement

Effective schools often discuss parental involvement as a critical component in the overall academic success of students. As the primary adults in their child's life, the parents are also the key models for their child, playing a significant role in shaping their child's EQ skills. For this reason, it is important for schools to also consider the role of parents in their planning.

For deaf children, however, this issue could be more complex. For instance, some deaf children attend residential schools and, therefore, the primary adults in their lives may be dormitory personnel. Schools and programs serving deaf students who reside in their dorms have the responsibility to consider the role of dormitory staff in developing EQ skills in students. For further information on how this can be achieved, see *Student Life in the New Millennium: Empowering Education for Deaf Students* (Jankowski, 1999).

The great majority of deaf students have hearing parents. Hearing parents of deaf children have varying skills in their ability to communicate with those children. It is not uncommon for hearing parents to have little or no ability to communicate with their deaf children. In addition, there are many hearing parents who have lower expectations of their children because they are deaf. Let us look a bit further at this issue.

Studies on the topic provide illuminating insights. One study of particular interest, which addressed parents of disabled children, demonstrated that there are three major themes that influence the extent to which parents encourage autonomy in their children (Kellegrew, 1994):

- cultural beliefs (e.g., the school is fully responsible for teaching the child particular skills, or disabled children are not capable of performing particular skills)
- ecological constraints (e.g., lack of time)
- inaccurate perceptions of their child's ability (e.g., underestimating their ability to do something)

The study showed that, as a result of these major themes, many disabled children are not provided with opportunities to develop self-care skills. While this study did not focus on hearing parents of deaf children in particular, it can easily be applied to them. Many hearing parents of

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deaf children have these same perceptions and beliefs. An additional complication is that their involvement with their deaf children is compounded by the need to be able to communicate with them.

To ensure that parents of deaf children enhance their children's EQ skills rather than hinder their development, schools need to take on the responsibility for training parents as well.

What Schools Should Do

Increasing violence in schools, decreasing levels of EQ, employers' needs, and parental issues show that there is a need for schools to change dramatically the way students are taught.

This, unfortunately, is no easy task. There are educators who believe it is not their job to teach interpersonal and social skills and that the focus needs to be solely on academic preparation. However, the increase in school violence, the need to develop EQ skills for personal and employment success, and the need for family involvement make it clear that it is insufficient to focus only on academics.

The surveys and SCANS information from employers make it clear that schools must focus on EQ skills as well as academics. Employers are looking for certain qualities in employees, most of which center around EQ skills. Since our job as educators is to prepare students for success in the world of work, it is our responsibility to ensure that our curriculum does exactly that.

Interestingly enough, the federal law that requires children to attend schools says nothing about academic preparation, but states that schools are "to prepare children for responsible citizenship" (Nelsen, Lott, & Glenn, 1997).

Let's consider some other facts as we determine why educators need to teach skills that develop high EQs:

- Alfred Adler (1964) has stated that a sense of belonging motivates children to develop their skills and contribute to the welfare of others.

- An abundance of research shows positive results of early EQ development, e.g., students who received problem-solving skills training in elementary school or middle school were found to be better able to handle stressors. They were more likely to show higher levels of positive social behaviors and less likely to demonstrate problem or destructive behaviors than students who did not receive any intervention (Elias & Clabby, 1992; Elias, Gara, Schuyler, Branden-Muller, & Sayette, 1991; Rotheram, 1987; Solomon, Watson, Delucchi, Schaps, & Battistich, 1988; Weissberg, Gesten, Carnike, Toro, Rapkin, Davidson, & Cowen, 1981; Weissberg, Jackson, & Shriver, 1993).

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- The Individuals with Disabilities Education Act (IDEA) regulations stipulate that educators are responsible for encouraging positive behaviors by providing support in the classroom, rather than relying on suspensions and expulsions (*The School Discipline Advisor*, 1999). Rob Horner, who works with the Center on Positive Behavioral Intervention and Support, which is funded by the Office of Special Education and Rehabilitative Services (OSERS) of the Department of Education, says, "The old tools—the tools that our society typically uses, which is to reprimand and punish and exclude children—really don't work. And the 'get tough' philosophy is, in many times, good politics and lousy education." He explains "positive behavioral support" requires "a different approach." He goes on to say that "the research that's been funded in IDEA…[demonstrates that] the things you do, the use of behavioral and positive strategies to work with the more difficult kids, actually have dramatic advances and improvements for all kids." (*The School Discipline Advisor*, p. 5)

- The American Psychological Association recognizes the importance of including emotional intelligence training in classrooms as studies have consistently shown that academic performance can be enhanced when it occurs (Sleek, 1997). Educational psychologist and author Jane Healy (1995) believes that teachers can integrate social and emotional learning into the curriculum. For instance, children can be taught to respect each other and not put each other down during class discussions.

- It is found that educators who establish firm boundaries and foster warm classroom environments strengthen students' attachment to school, their interest in learning, their ability to refrain from self-destructive behaviors, and their positive behaviors.

- People who can listen well, ask good questions, and have the assertiveness to ask questions, who can examine a situation from various perspectives, will be strong learners. (Kriete, 2000)

It is not sufficient to expect that students will pick up EQ skills on their own. These are skills that need to be modeled, experienced, practiced, extended, and refined. The question is then posed: How can educators address all of these skills when there are already so many things to teach? While this is definitely a challenge, there are ways to develop these skills as part of the curriculum without them being an "add on."

How It is Done at KDES and MSSD

At Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD) on the campus of Gallaudet University, a philosophy of community building has been established that strives to create a caring and cooperative environment where

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everyone treats each other with respect and dignity. Some of the strategies used at KDES and MSSD to enhance community building include: community building goals, community building mini-manuals, the Enhancing Student Success Program, the establishment of expectations for student outcomes, the use of positive discipline, and "It All Connects."

Community Building Goals

With input from students, families, teachers, and staff, we developed the following community building goals:

As a community, KDES and MSSD students, teachers, staff, and parents will:

- respect ourselves and others,
- be responsible for our community, and
- work together to be the best we can be.

With the establishment of the goals came a student community-building poster contest to reflect the philosophy and goals. Two posters were selected—one for KDES and one for MSSD—and subsequently printed and posted all around campus.

Community Building Mini-Manual

A mini-manual (see "Community Building at the Demonstration Elementary and Secondary Schools" in the Appendix) was developed to offer a brief overview of various strategies that can be used inside the classroom and out. It was distributed to all teachers and staff.

Enhancing Student Success Program

The Enhancing Student Success Program (ESSP) was established as an alternative to suspensions. Students who commit the most serious offenses are referred to this program. The goal of the program is to provide students with another chance to succeed in the regular school setting. As an educational and intervention program, the ESSP philosophy centers on the belief that students are capable of changing for the better, especially when they are in a challenging environment. Accordingly, students in ESSP are in a structured environment conducive to learning new skills and becoming positive, responsible people.

Student Outcomes

Like many other schools across the United States, KDES and MSSD have established a set of expectations for the skills students will be expected to master by the time they graduate. As explained earlier, it is no longer sufficient for students to merely master academic coursework. They need to develop a wide variety of skills and abilities, in addition to acquiring knowledge.

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Consequently, with input from all stakeholders, including students, families, teachers, staff, administrators, and the business community, the following desired outcomes were established:

Students will be expected to:

- acquire essential knowledge and skills, including those identified in the national standards (language arts, mathematics, science, the arts, health, physical education, technology, social studies, and deaf studies), and be able to apply them in planning and carrying out complex projects.

- achieve, to the best of their ability, a full repertoire of linguistic and communicative competencies to use at their disposal in interactions with both deaf and hearing people.

- be critical, creative, and reflective thinkers, decision makers, and problem solvers who effectively cooperate and collaborate to achieve common goals in life situations and groupings that reflect cultural, social, and academic diversity.

- display emotional intelligence through a positive attitude, respect, and healthy patterns of behavior toward themselves and others.

- design, refine, and initiate a life plan based on self-exploration and experience that incorporates knowledge of their rights, available resources, and effective self-advocacy.

These outcomes demonstrate the belief that all skills should be developed in order to graduate students who are not only intellectually prepared but are responsible, caring individuals who can make good decisions and solve problems effectively.

To ensure that students make steady progress throughout the grades as they move toward graduation, their skills will be measured against standards and benchmarks that are currently being developed at KDES and MSSD. These benchmarks will serve as indicators of the level of skill students need prior to entering the next grade level.

While academic preparation continues to be an important focus of the curriculum at KDES and MSSD, the other skills are critical to the success of the students' future lives and are merged with academics as much as possible.

Positive Discipline

Community building is the general philosophy at KDES and MSSD, and "positive discipline" is the name of the program that has been adopted at the schools to provide the teachers and staff with the tools for behavior management. Positive discipline is an approach developed and authored by Jane Nelsen. Although positive discipline is the program used at KDES and

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MSSD, there are many other programs that are as effective. Each school or program should choose the approach that is most appropriate. The key is to choose a program that focuses on critical skills, such as conflict resolution or problem solving.

The positive discipline program has worked well for KDES and MSSD for the following reasons:

- Positive discipline offers many strategies for teachers and staff to use in the classroom and elsewhere.
- The authors have a variety of books for various users—teachers, parents, and educators in the preschool setting; educators of teenagers, etc.
- A training manual and workshops are offered.

Several KDES and MSSD teachers and staff received training in order to train others.

One of the key components of positive discipline is a community meeting. Community meetings are used primarily for problem solving or decision making. The goal is to empower students in developing a variety of critical thinking and interpersonal skills. In the book, *Ways We Want Our Class to Be* (1996), the Developmental Studies Center offers the following benefits of community meetings:

- They help students establish and enjoy their own developing competence by encouraging them to set goals and reflect on progress in achieving those goals.
- They enhance students' sense of belonging and responsibility to the community by providing them with opportunities to express opinions and contribute to group decisions.
- They help students gain an understanding of the meaning and importance of fairness, kindness, and responsibility.
- They help students gain greater understanding of themselves and others by providing a supportive environment in which they feel safe expressing themselves.

Alfie Kohn (1996) lists the following values of community meetings:

- Students learn to share—this is not to be confused with "show and tell," where the primary goal appears to be bragging.
- Students develop decision-making skills.
- Students use this time for planning (e.g., planning for field trips, events).
- Students use this time for reflecting.

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Other benefits of community meetings include:

- provision of a positive climate for learning,
- development of turn-taking skills, and
- an increased understanding of and empathy for others.

"It All Connects"

"It All Connects," a slogan from the winner of a poster contest, is appropriate to mention here because it expresses how our schools incorporate the development of community-building skills into daily teaching. Examples of how this has been done at KDES in the past without its being an "add on" are described below.

Example 1: Designing and Selling T-shirts

A group of first- and second-grade students at KDES took on a project in which they designed and sold T-shirts with the KDES mascot, the wildcat, on them. First the students determined that there was a demand for the T-shirts. Then they developed and distributed the order forms. After a period of time, they collected the order forms and the money and counted up the number of T-shirts to be ordered and the money total. The next step was to determine how many orders there were for the various sizes. Then the students took a trip to get the T-shirts from the store. They brought the T-shirts to MSSD and watched students in a graphic arts class print the design on them. Amidst proud smiles, a finished T-shirt sample was unveiled during a Spirit Week activity. Finally, the T-shirts were distributed. Students learned how successful their enterprise was when many people who had not yet ordered a T-shirt wanted to after seeing the ones from the first batch.

This project provided the young students with the opportunity to learn and develop a variety of skills, many of which pertain to the very qualities employers seek in employees.

Example 2: The Class Pet

A group of third-, fourth-, and fifth-grade students wanted to get a class pet. After obtaining permission, they went to the library to do research in a quest to determine which animal would make a good class pet. Throughout this project, the students participated in community meetings where they discussed plans and made decisions, including deciding on which animal to buy, how they would go to the store to get the pet, and how much they could spend on the pet.

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At their community meetings, they wrote logs on their progress and decisions made. They used a TTY and the relay service to make calls to the pet store to obtain the information they needed before they actually went out to purchase a pet. Much to the relief of the school administration, the students decided on a guinea pig as their class pet. They kept individual journals to write about the entire process. Further along, they published a book that covered their experiences throughout the process.

Later, when Oreopig (the guinea pig's name, determined by the students at one of their community meetings, was based on the pig's hair color, which resembled an Oreo cookie) was in need of a haircut, the students had a community meeting to decide how he would get one. They decided to invite one student's mother, who the student claimed was an expert, to have the honor of cutting Oreopig's hair for the first time. The students wrote a letter inviting her. When the deed was done, they followed up with a thank you letter to her.

This class venture at KDES is an excellent example of how all five student outcomes were used in one ongoing project. For instance, within the area of academic preparation, literacy skills were developed throughout the project with the use of community meeting logs, journals, letters, the TTY, etc. In the area of communicative competence, students learned and developed skills to communicate in various contexts, e.g., face to face in meetings, in print by writing letters, and by printed dialogue through the use of the TTY. They developed critical thinking skills by going through the process of evaluating various options as they made decisions during community meetings. Emotional intelligence skills were honed when they had to make group decisions in which persuasion, negotiation, and dialogue would take place. A variety of interpersonal skills were practiced, not only in the community meetings but also in discussions over the TTY via the relay service and with hearing people at the pet store. Life skills were incorporated when students used the TTY and the relay service, wrote a variety of business letters, etc.

Example 3: The Ripped Book

A class of first- and second-grade students borrowed *James and the Giant Peach*, a picture book by Roald Dahl, from a teacher who was on leave in Africa.

Unfortunately, one day, two students wanted to read the book and got into a tugging dispute. Several pages got ripped. This problem was brought to the students' community meeting. Using chart paper, the teacher wrote down the problem, modeling language in writing for the children as they brainstormed solutions. Some ideas included:

- tape the ripped pages
- Ms. Kaufman (teacher in this class) works, she earns money, she can buy a new book
- ask mom to buy a new book

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- (we) buy a new book

The children agreed that the class would buy a new book. The next day a new problem arose: How will we [the class] get money to buy the book? Some solutions that students suggested were:

- borrow money
- ask mom for money
- sell things to earn money

The students agreed that they would have a special Valentine's fund-raising sale. With this decision came lots of brainstorming on what to sell, who would donate what, and where to have the sale. One of our students was from China. Recently, she had celebrated the Chinese New Year. Among some of the items they listed to sell were Chinese candy and chopsticks. Some parents donated things and, with the supervision of the Home Economics teacher, the children baked heart-shaped sugar cookies and molded chocolate hand-shaped "I love you" lollipops. Art activities included making posters that each student posted around the school to announce the sale.

Responsibilities were assigned and work schedules set up with shifts of adult supervision. A few days before the fund-raising sale, the children decided where to set up the table. After dragging the table from place to place throughout the main floor of the school and evaluating how many people would walk by in a given amount of time, they concluded that the best location was in the middle of the main hallway where paths crossed in four directions and the table could be seen from the third floor.

The fund-raising sale was a huge success for the children, with $63 earned to replace an $18 book. Once the children had the money, they had to agree on who would assume the responsibility of shopping for the book. One student quickly volunteered, then paused and said, "Maybe." Asked why she was saying "Maybe," she told us that her mother was in a leg cast. She thought it might be too hard for her mother to take her shopping. The teacher had seen the child's mother a few days earlier and remembered that she did not have a cast on either leg. The teacher respected the child's story, however, and waited for word from the mother. That very evening, the mother informed the teacher that her daughter had communicated accurately. She had just had surgery and her leg was now in a cast. Regardless of how much she wished she could, she would be unable to get around enough to go shopping.

By default, the teacher assumed the responsibility of shopping for the book. A student in the class advised the teacher to go to the library store. The teacher used this opportunity to teach the children that a library is not a bookstore and vice versa. The children visited the school librarian and inquired if they could buy books. She told them, "No!"

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The teacher visited six bookstores and reported back to the students the bad news that this particular book was out of print. Time was running out—the teacher who was in Africa was due to return soon. The teacher, on the children's behalf, then searched the Internet for the book. She discovered a book dealer in California who had the book, and she bid $15 for it. When the teacher explained to the students that she got the book through an auction and that it would arrive in the mail, they did not know what an auction was. In math class, the students bid for a small bag of potato chips. It went to the highest bidder for 90 cents in play money. Those who ran out of play money expressed their frustration and resentment. The children were informed that what they did was similar to a real auction. People get angry when they want something and are bid over. They also learned that people have to be careful with their money at auctions.

The book dealer requested that the teacher let him know when the book arrived. She did so and explained to him how he had assisted the children with solving their problem of replacing a book that was out of print. Learning of their experience, the book dealer responded that he was delighted. He said he has tried to tell people why he sells books over the Internet and this story gave him an excellent example to use.

The children wrote a letter to the teacher who had returned from Africa, explaining why they had bought her a new book and thanking her for sharing her book with them. Shortly after the book arrived in the mail, the teacher came to class and visited with the children. They were very excited to return her book to her.

The students used their math and communication skills in solving this problem. Their efforts were so successful that, after purchasing the book, they still had money left to purchase craft supplies for their Craft Center. These students decorated heart wreaths with silk roses and gave them to their mothers for Mother's Day. Memories of how a problem resulted in many wonderful learning experiences will always be attached to these childhood gifts.

Example 4: The Library Book

One day, the students were all sitting quietly reading. As the teacher glanced around the room, she noticed a young girl with tears streaming down her face. When the teacher asked the student why she was crying, she replied that her library book was ripped. Actually, it was not ripped; pages had separated from the stapled binding. The teacher took the student to the library and they watched the librarian restaple the book. The lesson here was that nobody had to inform the student that there was a problem with her book. Experience was all she needed!
(Contributed by Barbara Kaufman)

Problems can be approached in many positive ways. Natural consequences of problems are extremely powerful.

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The students in the above examples were provided with opportunities to accomplish a variety of tasks by using community meetings. Many skills were developed in the process. These projects illustrate how learning can "all connect" without it being an "add-on."

What YOU Can Do

1. Encourage your school to adopt or create a program that teaches effective interpersonal and collaboration skills.

2. Develop effective classroom management strategies.

3. Become familiar with all the early warning signs of troubled children and be ready to intervene.

4. Involve parents in all aspects of their children's education.

5. Use cooperative learning activities in your classroom and elsewhere.

6. Be a model for appropriate behavior.

7. Emphasize positive relationships between students and others.

8. Treat students with respect and dignity.

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Appendix: Community Building at the Demonstration Elementary and Secondary Schools

Community Building: A Positive Approach to Discipline in Schools
By Katherine A. Jankowski, Ph.D.
A Sharing Ideas series paper by the Laurent Clerc National Deaf Education Center, Gallaudet University
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Community Building

At KDES and MSSD, teachers, staff, and students have begun the implementation of a "community building" philosophy that strives to create a caring and cooperative environment where everyone treats each other with respect and dignity (see also Merryl Hammond and Rob Collins's book, *One World One Earth: Educating Children for Social Responsibility* [1992] for further explanation of a cooperative classroom environment). Such a goal is challenging and will require hard work and commitment from everyone. As KDES and MSSD move toward full implementation of building community, this "mini-manual" has been developed to offer teachers and staff information and resources during the transition phase. Ongoing training for KDES and MSSD teachers and staff will provide more in-depth information about the strategies outlined in this manual.

Community Building Goals

As a community, KDES and MSSD students, teachers, staff, and parents will:

- respect ourselves and others,
- be responsible for our community, and
- work together to be the best we can be.

Expectations for Student Behavior

While the concept of building community encourages student empowerment, it does not mean that students have free reign and that adults should look the other way if students behave inappropriately. Adults are expected to model appropriate behavior and this includes stopping students when inappropriate behavior occurs. The approach that is conducive to a positive community of people, however, strives to encourage responsibility more than dependence. *Discipline with Dignity* by Richard L. Curwin and Allen N. Mendler (1988) offers the following models that illustrate the difference in these two approaches:

Obedience Model	**Responsibility Model**
Main goal:	
students follow orders	to teach students to make responsible choices
Principle:	
do what the adult wants	to learn from the outcomes of the decisions
Intervention:	
punishment is the primary intervention	logical or natural consequences

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1. external locus of control	1. internal locus of control
2. done to student	2. done by the student
Examples:	
1. threats	1. student develops a plan of improvement
2. scoldings	2. student practices appropriate behavior
3. writing "I will not..." 500 times	
4. detentions	
5. writing student's name on chalkboard	
Student learns:	
1. don't get caught	1. he or she causes own outcome
2. "it is not my responsibility"	2. there are alternative behaviors
	3. he or she has the power to choose the best alternative

The following principles, which place an emphasis on discipline as a learning process in the classroom, are also offered by the authors of *Discipline with Dignity*.

- Dealing with student behavior is part of the job.
- Always treat students with dignity.
- Discipline works best when integrated with effective teaching practices.
- Acting out is sometimes an act of sanity.

In addition, Marvin Marshall (1998) in an article published in the National Association of Secondary School Principals (NASSP) bulletin offers six principles to practice:

- Positivity is a better teacher than negativity.
- Choice empowers.
- Self-evaluation is essential for improvement.
- Self-correction is the most successful approach to changing behavior.
- Social responsibility must be taken, rather than given; taking responsibility requires intrinsic motivation.
- Authority can be used without punishment.

Classroom Management Tools

The following strategies for classroom management are suggested tools for teachers and staff to adopt and/or modify as appropriate. It is recommended that teachers and staff keep this mini-manual and books on positive discipline as resources and use them as starting points, rather than attempt to follow the guidelines verbatim.

How KDES and MSSD Can Make a Difference

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In *Discipline with Dignity*, by Richard L. Curwin and Allen N. Mendler (1988), it was noted that some of the findings from a study by Rutter and associates of schools in Great Britain indicated that schools can make a difference in students' lives even when family background, socioeconomic status, or other factors are issues. Some of these findings:

- High levels of corporal punishment and frequent disciplinary interventions led to worse student behavior.
- Schools and classrooms that were well-decorated with plants, posters, and pictures were associated with better student behavior.
- Better behavior was noted in schools where a high proportion of students had opportunities to hold some position of responsibility.
- Frequent homework and a check on staff members regarding assigning homework were associated with better student achievement and behavior.
- Using as little class time as possible to set up equipment and materials was associated with better student behavior.
- Starting class on time, pacing throughout the class, and not ending class early were associated with better student behavior.

Community Building Goals

The community building goals developed by the KDES and MSSD community should be posted in visible places.

Guided Choices

This strategy as suggested by Marvin Marshall (1998) is usually for use when a student continues to disrupt the classroom. At this point, discussion is not the best option. Authority is used, but without punishment. This approach includes asking the student to fill out the "My Improvement Plan" form that asks these questions:

1. What happened? What did you say and do?
2. What happened at the end?
3. What is your plan to solve the problem?

See sample on the last page of the Appendix.

The form is then handed to the student and the student is asked one of the following questions:

- Would you rather complete the form in your seat or in the back of the classroom?
- Would you rather complete the form by yourself or have someone help you?
- Would you rather complete the form in the classroom or in the office?

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Classroom Jobs

The authors of *Positive Discipline in the Classroom* (Nelsen, Lott, & Glenn, 1997) suggest that assigning students jobs is a wonderful way to give the students a sense of pride and ownership and it reduces teacher workload! It is further suggested that every student be assigned a job, to ensure equity. A list of possible jobs is listed in the book. They even suggest that one of the jobs be that of a job monitor—someone to check on all the other jobs to make sure they get done.

Community Meetings

Community meetings are used primarily for problem-solving or decision-making purposes. The goal is to empower students while developing a variety of critical thinking, problem-solving, and interpersonal skills. The Developmental Studies Center, in their book *Ways We Want Our Class to Be* (1996), offers the following benefits of community meetings:

- they help students establish and enjoy their own developing competence by encouraging them to set goals and reflect on progress in achieving these goals
- they enhance students' sense of belonging and responsibility to the community by providing them with opportunities to express opinions and contribute to group decisions
- they help students gain an understanding of the meaning and importance of fairness, kindness, and responsibility
- they help students gain greater understanding of themselves and others by providing a supportive environment in which they feel "safe" expressing themselves

Their suggestions for encouraging participation from group members during community meetings include:

- brainstorming
- small group discussions—breaking into smaller groups, then bringing ideas back to the large group
- partner chats—discussing ideas with a partner in the group
- partner idea list—a process during which partners brainstorm, listen to each other's ideas, and discuss them
- collected ideas—asking partners or groups to share one idea, then asking all others with similar ideas to raise hands, then asking another team or group for another idea and then asking all with similar ideas to raise hands, and so on until enough ideas are collected
- individual reflection and writing—students think of ideas and record them before sharing with larger groups
- consensus—a process where all agree on an idea that everyone can live with

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See also troubleshooting tips on pages 42 and 43 in *Ways We Want Our Class to Be* (1996) which offer suggestions for problems that might arise in group meetings. *Positive Discipline in the Classroom* (1997) is an excellent resource for information about how to establish effective community meetings. The book provides step-by-step directions for facilitating successful community meetings.

Problem Solving

- define the problem
- brainstorm solutions (do not evaluate any of the ideas—accept them all)
- discuss solutions
- evaluate decision

Natural Consequences

This is a simple strategy, yet probably one of the most difficult to do. For this strategy, you allow the student to face the consequences that would occur naturally, without any intervention. An example given by the authors of *Positive Discipline in the Classroom* (1997) is of a teacher who was constantly being barraged with interruptions. She learned about the natural consequence idea and decided to try it. She went about tasks without responding to everything that came her way. The results were very positive, as students ended up helping each other instead of constantly asking the teacher everything. It is important to note that this strategy should not be applied to situations where the safety of the student could be jeopardized, e.g., allowing a young student to run across the street into oncoming traffic.

Logical Consequences

The Northeast Foundation for Children suggests the three R's of logical consequences should be that consequences are:

- respectful
- relevant
- realistic

The authors of *Discipline with Dignity* (1988) offer the following criteria:

Good consequences:

- are clear and specific
- have a range of alternatives
- are not punishments
- are natural and/or logical

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- are related to the rule

Consequences also:

- preserve the student's dignity
- increase internal locus of control where appropriate
- increase student motivation

Also from *Discipline with Dignity* (1988), a comparison between consequences and punishment:

Rule

Consequence	Punishment
Example: All trash must be thrown in the basket.	
*Pick up the trash from the floor.	*Apologize to the teacher in front of the whole class.
Example: Tests and homework must be completed by yourselves unless group work is assigned. There is no copying other students' work.	
* Do the assignment again under supervision.	*Write "I will not copy other students' homework" 100 times.
Example: You must be in your seat by five minutes after the bell.	
*You are responsible for work you missed.	*Miss entire class sitting in principal's office, then make up missed work.

Generic Consequences

The authors of *Discipline with Dignity* (1988) have offered the following possible consequences that could be applied to most situations, in the following order:

1. **reminder of rule**—e.g., "Mary, we raise our hands before speaking. This is your reminder."

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2. **warning**—this is not a threat, but a warning of something that could happen later, e.g., "Johnny, this is the second time today that you have gotten out of your seat to bother Mary. This is your warning."
3. **develop an action plan for improvement**—e.g., "Johnny, you are out of your seat bothering Mary. I want you to write for me how you plan to stop breaking this rule. List very clearly what you will do when you want to tell Mary something."
4. **practicing behavior**—often students break rules even if they know the rules because they may not have the skills to behave appropriately. Teacher guidance can be useful in helping students learn appropriate behaviors. Role playing and practicing various behaviors are useful strategies for this purpose.

Behavior Intervention Forms

There are basically three types of forms that could be used, depending on the purpose. One is used to monitor student behavior in order to develop behavioral interventions. Teachers and staff would be responsible for completing the form. This form is available from the psychologist's office.

The second form is an improvement plan. Since the goal is to encourage students to take responsibility for their behavior, the goal of this form is for students to do just that. When students continue to misbehave, even after other interventions, the student can be asked to fill out this form. This form can be used to develop a plan for self-improvement. A sample form is attached for your use.

The third form is an incident report form. This form should be reserved for the most serious violations of school rules. Use the list in the Student/Parent handbook as a guide.

Restitution

Restitution describes a process that allows the person who did damage to others and the community to "repair" the damage. An example is given in *Restitution* by Diane Gossen (1996). Two boys were caught throwing icy snowballs at passing cars. They then had to come up with a plan to make amends, even though they could not possibly "make it up" to the cars they had thrown at. Their reparation consisted of cleaning and putting salt on the walks of two elderly people they were close to. They had to make all of the arrangements themselves, including getting the salt and finding transportation to these places.

See *Respecting Everyone's Ability to Solve Problems: Restorative Measures*, published by the Minnesota Department of Children, Families & Learning, for further explanation of various approaches. This manual, as well as *Restitution*, has been distributed to each team.

Peace Corner

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The peace corner, or a place that may be identified by a variety of names, represents a place that students can go to resolve conflicts by themselves, or with the assistance of an adult. Each classroom could identify a specific area as the peace corner for this purpose.

Conflict Resolution

Suggested steps from Barbara Porro in *Talk It Out: Conflict Resolution in the Elementary Classroom* (1996):

1. stop, cool off
2. talk and listen to each other
3. find out what you both need
4. brainstorm solutions
5. choose the idea you both like
6. make a plan...go for it

The book goes into detail about each of these steps and explains how to move from the adult facilitating the process to peers taking it up on their own. Even though the book is designed with the elementary student in mind, it can be applied to students of all ages. The book has been distributed to all KDES teams. See also *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution* (Bodine, Crawford, & Schrumpf, 1994), an excellent workbook specifically for students.

Peer Mediation

The MSSD Student Life program has had a Peer Mediation (previously called Peer Advisor) program for several years. This program could be extended schoolwide at KDES and MSSD. Peers can sometimes more effectively work with other students than adults can. In addition, skills developed as a mediator carry over into all aspects of life. While training is usually needed to implement this program, it is useful to know the principles of mediation between students. The authors of *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution* (1994) offer the following standards of conduct for the mediators:

- listen with empathy
- suspend judgment
- be respectful
- have a cooperative spirit

The authors recommend the following steps for mediation:

1. agree to mediate
2. gather all points of view

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3. focus on interests
4. create win-win options
5. evaluate options
6. create an agreement

Time Out

There are positive and negative uses of time outs. See *Time Out: Abuses and Effective Uses* by Jane Nelsen and Stephen Glenn (1992) and *Positive Time-Out* by Jane Nelsen (1999) for further information.

Student Review Team

Meetings can be established at any time for the purpose of getting everyone concerned with a specific student's behavior to discuss intervention strategies and develop a plan for improvement.

Individualized Education Programs (IEPs)

IEPs can be used to develop intervention plans for students with special needs. A student with Tourette's Syndrome, for example, will need assistance in reducing disruptive behaviors.

Use Encouragement Effectively

From *Positive Discipline* by Jane Nelsen (1996):

For many years there has been a great campaign for the virtues of praise in helping children gain a positive self-concept and improve their behavior. This is another time when we must "beware of what works." Praise may inspire some children to improve their behavior.

The problem is that they become pleasers and approval "junkies." These children (and later these adults) develop self-concepts that are totally dependent on the opinions of others. Other children resent and rebel against praise, either because they don't want to live up to the expectations of others or because they fear they can't compete with those who seem to get praise so easily.

Even though praise may seem to "work," we must consider the long-range effects. The alternative that considers long-range effects is encouragement. The long-range effect of encouragement is self-confidence. The long-range effect of praise is dependence on others.

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The successful use of encouragement requires adult attitudes of respect, interest in the child's point of view, and a desire to influence skills that will lead the child to self-confident independence.

Suggested questions to determine whether statements made to students are praise or encouragement:

- Am I being respectful or patronizing?
- Am I seeing the student's point of view or only mine?
- Would I make this comment to a friend?

See also Alfie Kohn's book, *Beyond Discipline: From Compliance to Community* (1996), for a comprehensive analysis of this topic.

Avoid Power Struggles

One of the most troublesome situations teachers and staff can get into with students is to become embroiled in a power struggle when a student is asked to do something and he or she refuses. The risk is that the adult can come out of it looking foolish and out of control and no one wins. Some suggestions are offered by the authors of *Discipline with Dignity* (1988) to assist teachers and staff with avoiding getting into power struggles with students:

- **Be aware of how power struggles can be entrapping.** It is more important to strive for a long-term victory, such as a positive classroom environment, rather than a short term "win."
- **Take care of yourself emotionally**. It is important not to carry over feelings of resentment and anger toward the student after the incident is over. Feeling that way could tempt adults into getting into a power struggle at the next opportunity just to show students who is boss. This is not constructive.
- **Ignore students' initiating power struggles.** Back off and ignore the attempt, e.g.:
  Teacher (walks slowly over to Ralph): "Ralph, the rule in this classroom is that people are not for hitting. The consequence is for you to stay after school and practice other ways of showing your anger."
  Ralph: "It wasn't my fault and you can't make me come after school."
  Teacher (maintains eye contact with Ralph for a few seconds, then returns to the front of the room): "Now, class, who can tell me who was the only president to resign from office?"
  Teacher (at the end of class, near the door, in private and with a calm, firm manner): "Ralph, I expect to see you after school."

If the teacher had felt the need to assert her authority by challenging Ralph in front of the class, a likely result would be for Ralph to have to prove to the students and teacher that he would not show up. By taking the above approach, however, the teacher left room for Ralph to comply.

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- **Acknowledge the student's feelings**. If the student persists in trying to entrap the adult in a power struggle, using the above example, the adult could respond by acknowledging the student's feelings, e.g.:
  Ralph: "I said I'm not coming back after school."
  Teacher (returns to close proximity to Ralph): "Ralph, I can see that you are upset and angry, and that you feel the hitting wasn't your fault. I understand how you might feel. However, this is not the time to discuss it, so let's get back to our lesson and we can discuss our problem later."
- **Do not try to embarrass students into submission.**

How to Deal with Violent Students

The following strategies for dealing with violent students are adapted from tips offered by Dr. Eleanor Guetzloe of the University of South Florida at St. Petersburg at a conference hosted by the Institute for Adolescents with Behavioral Disorders in Minnesota.

Warning signs:

- turning red
- clenching fists
- profanity
- crying
- sudden silence
- glaring
- narrowing of eyes
- any other extreme change in behavior

Intervention:

- stay calm, cool, and composed
- be as nonintrusive as possible
- send for help
- get rid of the audience
- wait for help if possible
- always tell the student to stop
- tell the student why the behavior must stop
- point out advantages of staying under control
- communicate expectations verbally and nonverbally
- ignore verbal abuse
- don't argue
- use physical intervention as an absolutely last resort

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Tips for verbal intervention:

The following suggestions are adapted from suggestions by the Diagnostic Center of Southern California (Guetzloe).

Do	Don't
appear calm and relaxed	appear afraid or unsure
keep your tone [or facial expression] calm	increase your tone [or facial expression]
appear to be in control	appear to expect an attack
set limits, avoid power struggles	give orders or make demands
acknowledge student's feelings	discount or deny student's feelings
be matter of fact	make threats
always leave the student an avenue of escape	corner the student physically or psychologically

Serious Violations of School Rules

There are some major infractions that require a different level of intervention than covered above. These include, but are not limited to, the infractions listed in the Student/Parent handbook. Students violating these school rules will be referred to the Enhancing Student Success Program (ESSP), suspended, called to a Student Review meeting, or placed on 60 days notice. See the following ESSP section for an explanation of the program.

Enhancing Student Success Program

The Enhancing Student Success Program (ESSP) is designed to provide students with another chance to succeed in the regular school setting, as an alternative to suspensions. As an educational and intervention program, the ESSP philosophy centers around the belief that students are capable of changing for the better, especially when they are in a challenging environment. Accordingly, students in ESSP will be in a structured environment conducive to learning new skills and becoming positive, responsible people.

Therapeutic Intervention

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There are students at KDES and MSSD who are not able to fully access an appropriate education because of significant emotional and behavioral intervention needs. Therapeutic intervention is required to provide these students with access to the general curriculum. A six-week pilot project, Natural Environment Stabilization and Treatment (NEST), was run on the preschool team and team 1/2 at the end of the 1997-98 school year. At this time, KDES and MSSD are exploring various collaborative possibilities with outside organizations to determine how these students' needs can best be met.

Resources

The following books most closely espouse the philosophy of community building at KDES and MSSD. Training that is offered to teachers and staff will incorporate these resources, with the bulk of the training on the positive discipline approach endorsed by Jane Nelsen. If you have time to only read one book, read *Positive Discipline in the Classroom.* It is easy to read and very informative.

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My Improvement Plan

1. What happened? What did you say and do?

2. What happened at the end?

3. What is your plan to solve the problem?

Student: _____ Date: _____

Teacher/Staff: _____

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By Katherine A. Jankowski, Ph.D.
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